

Oakwood Primary School

Public Sector Equality Duty Annual Report to the Governing Body

1. Our Legal Obligations

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The Public Sector Equality Duty (PSED) places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

The protected characteristics within this are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Part 1 - Pupils contextual data

The school only holds data on pupils regarding age, disability, race/ethnicity and sex. The data held is as follows:

	2023 - 2024	2024 - 2025
% pupils male	48.97	50.7
% pupils female	51.03	49.3
% SEND with EHCP	3.2	3.49
% SEND support	12.59	15.12
% with a physical disability	0.004	0.007

	2023 - 2024	2024 - 2025
Number of bullying or prejudice incidents related to disability	0	0
Number of bullying or prejudice incidents related to other SEN	0	0

Number of bullying or prejudice incidents related to a person's sex	3 - No bullying, all isolated incidents	4 - No bullying, all isolated incidents
Number of bullying or prejudice incidents related to a person's actual or alleged sexual orientation	0	0
Number of bullying or prejudice incidents related to gender reassignment	0	0

Commentary on Sex and Disability data:

Are there any trends or issues which need to be discussed? For example, are changes in disability raising new issues about access to buildings or the curriculum?

We have no noticeable trends.

No new issues due to disability are affecting the building or curriculum.

We use the MyHappyMind programme to support inclusion, which includes British Values assemblies and celebration of national days and events. Adjustments are being made to curriculum to ensure that resources promote a range of difference.

Pupils: Race and Ethnicity

Data shows groups with 5% or more of the NOR

	2023 - 2024	2024 - 2025
% White British	72.08	73.26
% Other White background	8%	6%
% Black African	3%	5%
% Whose first language is English	83.3	82.33
% Whose first language is not English	16.7	17.67
Number of bullying or prejudice incidents related to race or ethnicity	6 - No bullying, all isolated incidents	4 - No bullying, all isolated incidents

Race and Ethnicity: Commentary

Are there any patterns or trends with race and ethnicity that are significant? Are there any cultural barriers that affect your ability to meet the three duties outlined above?

The school is predominantly White British/other although a number of other ethnicities are rising over time.

Analysis of incidents involving race or ethnicity shows that these are isolated, and once action is taken, there is no repeat of the behaviour.

Context: Religion and Belief

Schools will not normally hold data about the beliefs of children or their parents, nor should they attempt to make estimates (for, example, on the basis of ethnicity). However, schools may hold incidental data which sheds light on how well they are managing issues of equality in this regard.

	2023 - 2024	2024 - 2025
Number of prejudice or bullying incidents relating to religion	0	0
Number of children who are withdrawn from RE and/or assembly	0	0

Religion and Belief: Commentary

Are there any patterns or trends with religion and belief that are significant? Are there any cultural barriers that affect your ability to meet the three duties outlined above?

We have noticed that all children, despite their religion, take part in the Christian festivals and all assemblies.

We are conscious that in our locality there is a risk of community members holding far right views. We are mindful of the prevent agenda and encourage staff to report concerns if needed.

Part 2: School Outcome data

	Are there any significant variations between different groups, and if so how are you responding?
Attendance	In 2024 - 2025 Attendance for SEND and disadvantaged pupils was lower than for whole school.
Behaviour - Red Trackit Lights	A slightly higher proportion of PP and SEN children have received red trackit lights so far this year compared to non PP and non SEN. However, this proportion has reduced from Autumn to Spring term. Children who have received multiple red trackit lights have individual behaviour response plans, risk assessments and additional behaviour support provision.
Behaviour - Suspensions	All children who were in receipt of suspensions (7 children in total) in 2024 - 2025 were disadvantaged and 71% of them were on the SEN register.
Behaviour - Exclusions	None

School Outcomes: Commentary

Are there any patterns or trends in any area of your outcomes that are significant? For example, are there significant issues affecting the performance of any relevant group of pupils? Are there any barriers that affect your ability to meet the three duties outlined above?

We monitor the progress of disadvantaged children to ensure they have targeted support where necessary to close any gaps. We do not have any trends relating specifically to any of the protected characteristics.

Part 3: Staff

Employers with over 250 staff are required to report on the gender pay gap. The school does not meet this level.

The school does not collect staff information about several aspects of the protected characteristics. Available information is as follows:

Number of staff employed	63
Male/female balance	1:8
Main Ethnic Groups (5% or more)	White British
Staff with registered disability	2
Staff pregnant or on maternity	1

Number of complaints made by staff where prejudice was a factor in the complaint:

	2023 - 2024	2024 - 2025
Number of complaints	0	0
Protected characteristics(s) cited in the complaint	0	0

Staff: Commentary

Are there any patterns or trends regarding staff that are significant? Are there any issues that affect your ability to meet the three duties outlined above?

Part 4: Fostering good relations**Whole school initiatives**

Activities and events that promote understanding between different groups:

- The school takes part in annual events such as Black History Month and Neurodiversity Week to raise awareness of issues around race, disability and gender

- Assemblies feature a variety of stories, events and celebrations which feature many people from different backgrounds that are reflective of our community, including those people with protected characteristics
- We take proactive actions via our assemblies and PHSE lessons to promote inclusion and mutual respect via the promotion of our British Values
- We have an excellent partnership with Communicare, a local multigenerational friendship club. Children from Year 4 attend their 'cuppas' session every few weeks.

Showing due regard for equality considerations

- We ensure that trips are accessible for all children, making reasonable adjustments to include children with SEND
- We changed one of our residential visits due to accommodation arrangements leading to a limitation on available spaces dependent on gender

Part 5: Progress against our equality objectives

The time period covered by our current objective is:	2024-2026
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Objective	Actions and Progress	Next steps
1 To provide an inclusive, professional and secure environment for all	<ul style="list-style-type: none"> • We celebrate cultural diversity through assemblies, lessons, and events • CPD on adaptive teaching to support all learners • Provision of opportunities for all children regardless of diversity- roles in class assemblies, access to clubs and festivals, wellbeing ambassadors • Safeguarding processes are robust • Continue to implement the Oakwood Way to promote positive behaviour and expectations for all • Developed staff code of conduct and held staff accountable to it • Implement MyHappyMind program 	<ul style="list-style-type: none"> • Ensure annual planner has all events and dates marked ahead of the next academic year • Monitor the children accessing clubs, school activities • Continue to monitor and implement the Oakwood Way ensuring Staff are modelling and promoting high expectations • Ensure new staff member pack contains the code of conduct
2 To raise equality	<ul style="list-style-type: none"> • Staff CPD on equality 	

<p>awareness with students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics</p>	<ul style="list-style-type: none"> ● Participation in national awareness days, through class work or assemblies 	
<p>3 To remove barriers for all, so that all children can have good attendance, to secure equality of opportunity and access to education</p>	<ul style="list-style-type: none"> ● Regular meetings with attendance Lead and Attendance Clerk to monitor absence ● Multi agency collaboration - ESO and MHST ● Adaptations for individual children e.g. part time timetables, soft starts, uniform adaptations 	